DOCUMENT RESUME

ED 470 499 SP 041 101

TITLE	Arkansas Physical Education Curriculum Framework, 1996.
INSTITUTION	Arkansas State Dept. of Education, Little Rock.
PUB DATE	1996-00-00
NOTE	9p.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS	Curriculum; Elementary Secondary Education; Health Promotion; Integrated Activities; Interpersonal Relationship; Life Style; Physical Activity Level; *Physical Education; Physical Fitness; Psychomotor Skills; School Safety; State Curriculum Guides
IDENTIFIERS	*Arkansas

ABSTRACT

This K-12 physical education curriculum presents six areas in which Arkansas students should show competence. The six strands are: health related fitness (students will be knowledgeable of and derive immediate health benefits from participation in vigorous musculoskeletal and cardiorespiratory enhancing activities); movement/motor skills (students will be knowledgeable of and demonstrate developmentally appropriate movement experiences and will identify and apply concepts that impact the quality of motor skill performance); active lifestyle (students will regularly participate in developmentally appropriate physical activity for the purpose of improving and maintaining desired levels of physical fitness throughout life and will demonstrate knowledge of various movement activities); personal and social behavior (students will demonstrate appropriate personal and social behavior in physical activity settings and will demonstrate understanding of and respect for diversity among people in physical activity settings); academic integration (students will utilize physical education and movement activities to enhance the total learning process); and safety (students will be knowledgeable of and will put into immediate use safe practices in the physical education setting). (SM)

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Arkansas Physical Education Curriculum Framework - 1996

Strand 1: Health Related Fitness	**Strand 2:** Movement/Motor Skill	**Strand 3:** Active Lifestyle
Strand 4: Personal and Social Behavior	**Strand 5:** Academic Integration	**Strand 6:** Safety

All "Student Learning Expectations" should be considered cumulative. That is, all "Student Learning Expectations" from preceding or earlier grade levels may be used at any time by curriculum planners creating curriculum at a specific grade level.

Strand 1: Health Related Fitness

Content Standard
Students will be knowledgeable of and derive immediate health benefits from participation in vigorous muscular-skeletal and cardio-respiratory enhancing activities.

Student Learning Expectations

Grades K-4
1.1.1 - Identify several activities related to each component (cardio-respiratory, muscular strength, muscular endurance, flexibility, and body composition) of physical fitness.

1.1.2 - Engage in appropriate activity that results in the development of muscular endurance.

1.1.3 - Maintain continuous aerobic activity for a specified time and/or activity.

1.1.4 - Support, lift, and control body weight in a variety of activities (muscular strength).

1.1.5 - Regularly participate in physical activity for the purpose of reaching personal fitness goals through proper sequence (warm-up, frequency, intensity, time/duration, and cool-down).

1.1.6 - Strive to meet the health-related fitness standards (acceptable healthy zone) as defined by a nationally recognized program.

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Grades 5-8
1.1.7 - Maintain a record of moderate to vigorous physical activity. (Use technology if available.)

1.1.8 - Participate in a variety of health-related fitness activities in both school and non-school settings.

1.1.9 - Initiate independently the development of personal fitness goals.

1.1.10 - Engage in physical activity at the target heart rate for a minimum of twenty minutes.

1.1.11 - Strive to meet the health-related fitness standards (acceptable healthy zone) as defined by a nationally recognized program.

Grades 9-12
1.1.12 - Participate in a nationally recognized fitness test to assess personal fitness status.

1.1.13 - Design a personal health-related fitness program.

1.1.14 - Participate in a variety of health-enhancing physical activities that promote cardio-respiratory efficiency, muscular strength, muscular endurance, flexibility, and body composition.

1.1.15 - Demonstrate improved personal fitness.

1.1.16 - Identify the types of technology that can be used to enhance personal fitness.

Strand 2: Movement/Motor Skill

Content Standard 1
Students will be knowledgeable of and demonstrate developmentally appropriate movement experiences.

Student Learning Expectations

Grades K-4
2.1.1 - Recognize and demonstrate non-locomotor movements (swing, sway, twist, turn, bend, stretch...).

2.1.2 - Develop an understanding of and utilize body awareness (body parts, shapes, symmetrical, asymmetrical ...).

2.1.3 - Refine the ability to apply space awareness concepts (general, self, directions, levels...).

2.1.4 - Experience and apply various aspects of effort (speed, force, flow...).

2.1.5 - Develop kinesthetic awareness (balance, base of support...).

2.1.6 - Understand with whom or with what the mover is relating (objects, partners...).

2.1.7 - Demonstrate rhythmic activities that relate to movement experiences.

2.1.8 - Develop knowledge of performance through the use of multimedia instructional aids.

Grades 5-8

2.1.9 - Demonstrate competence in a variety of movement forms, modified when necessary to meet individual needs. (Competence can be verified with videotape of performance.)

2.1.10 - Use basic strategies in a modified version of team sports and activities.

2.1.11 - Perform a variety of rhythmic activities that relate to movement experiences (aerobics, locomotor combinations, folk and square dance, lummi sticks, rhythmic gymnastics...).

Grades 9-12

2.1.12 - Demonstrate proficiency in at least three complex movement forms (aquatics, team sports, individual and dual sports, outdoor pursuits, self-defense, dance, gymnastics...).

2.1.13 - Evaluate movement through technology.

Content Standard 2

Students will identify and apply concepts that impact the quality of motor skill performance.

Student Learning Expectations

Grades K-4

2.2.1 - Master basic locomotor patterns (walking, jogging/running, hopping, skipping, galloping, leaping, chasing, dodging, fleeing, faking, jumping/landing, sliding...).

2.2.2 - Combine locomotor and non-locomotor patterns.

2.2.3 - Demonstrate a mature form of throwing.

2.2.4 - Demonstrate a mature form of catching.

2.2.5 - Demonstrate a mature form of kicking.

2.2.6 - Demonstrate a mature form of punting.

2.2.7 - Demonstrate a mature form of dribbling with feet (soccer).

2.2.8 - Demonstrate a mature form of dribbling with hands.

2.2.9 - Demonstrate a mature form of striking (tennis, batting).

2.2.10 - Demonstrate a mature form of volleying.

Grades 5-8

2.2.11 - Identify basic practice and conditioning principles that enhance performance.

2.2.12 - Explain and demonstrate some game strategies.

2.2.13 - Describe and apply principles of training and conditioning for specific physical activities.

Grades 9-12

2.2.14. Identify and apply critical elements of highly skilled performance.

2.2.15. Independently examine advanced movement-specific information of personal performance

Strand 3: Active Lifestyle

Content Standard 1
Students will regularly participate in developmentally appropriate physical activity for the purpose of improving and maintaining desired levels of fitness throughout life.

Student Learning Expectations

Grades K-4
3.1.1 - Identify and apply the skills necessary to perform a variety of physical activities.

3.1.2 - Participate regularly in physical activity.

3.1.3 - Recognize the effects of and the benefits from participation in physical activity.

3.1.4 - Identify the contributions of physical activity to a healthy lifestyle.

Grades 5-8
3.1.5 - Participate regularly in some form of health-enhancing physical activity.

3.1.6 - Participate in an individualized fitness program.

3.1.7 - Participate in modified versions of team, dual and individual sports, rhythms, recreation and outdoor education.

Grades 9-12
3.1.8 - Participate regularly in health-enhancing and personally rewarding physical activity outside the school setting (journal keeping, log...).

3.1.9 - Analyze personal behavior (physical activity, nutrition...) that supports a healthy lifestyle.

3.1.10 - Compare and contrast activities that promote a healthy lifestyle with those that do not support a healthy lifestyle.

Content Standard 2
Students will demonstrate knowledge of a variety of movement activities.

Student Learning Expectations

Grades K-4
3.2.1 - Recognize fundamental components and strategies used in simple games and activities.

3.2.2 - Create and be actively involved in a child-created physical activity (divergent thinking, problem-solving, strategies...).

3.2.3 - Design game, gymnastic and rhythm sequences.

3.2.4 - Master fundamental skills to confidently and successfully participate in a wide range of movement activity (games, gymnastics, rhythms...).

3.2.5 - Acquire basic knowledge of selected rules.

Grades 5-8
3.2.6 - Analyze long-term physiological and psychological benefits that may result from regular participation in physical activity.

3.2.7 - Investigate and identify opportunities in the school and community for regular participation in physical activity.

3.2.8 - Participate in games, sports, gymnastics, rhythmic activities and outdoor pursuits both in and out of school based on individual interests and capabilities.

Grades 9-12
3.2.9 - Select physical activities from a variety of movement forms.

3.2.10 - Analyze health and fitness benefits derived from various physical activities.

3.2.11 - Describe the effects of age, gender, socioeconomic status, and culture upon physical activity and participation.

Strand 4: Personal and Social Behavior

Content Standard 1
Students will demonstrate appropriate personal and social behavior in physical activity settings.

Student Learning Expectations

Grades K-4
4.1.1 - Experience enjoyment while participating in physical activity.

4.1.2 - Enjoy practicing activities to increase skill competence.

4.1.3 - Assess self-performance problems without blaming others.

4.1.4 - Work independently and on task for short periods of time.

4.1.5 - Work cooperatively and productively with a partner or group.

4.1.6 - Exhibit adherence to activity specific rules, procedures and etiquette.

Grades 5-8
4.1.7 - Identifies positive and negative peer influence.

4.1.8 - Recognize the effects of substance abuse on personal health and performance in physical activities.

4.1.9 - Play within the rules of a game or activity.

4.1.10 - Resolve conflicts with others.

4.1.11 - Make choices based on the safety of self and others.

4.1.12 - Accept a decision of an official (coach, teacher, student).

4.1.13 - Demonstrate use of appropriate language.

Grades 9-12
4.1.14 - Initiate independent and responsible personal behavior in physical activity settings.

4.1.15 - Demonstrate a leadership role in promoting safe practices, rules, procedures, and etiquette in all physical activity settings.

4.1.16 - Utilize appropriate techniques for resolving conflicts.

4.1.17 - Analyze the influence of others as they impact personal and social behavior in an activity setting.

Content Standard 2
Students will demonstrate understanding and respect for diversity among people in physical activity settings.

Student Learning Expectations

Grades K-4
4.2.1 - Appreciate differences and similarities in others' physical activity.

4.2.2 - Respect persons from different backgrounds and the cultural significance they attribute to various games, rhythms, and physical activities.

4.2.3 - Celebrate personal successes and achievements as well as those of others.

4.2.4 - Identify various games/activities from other cultures through the use of multimedia technology.

Grades 5-8
4.2.5 - Show consideration of others during physical activity.

4.2.6 - Respect the physical and performance limitations of self and others.

Grades 9-12
4.2.7 - Evaluate knowledge regarding the role of physical activity in a culturally diverse society.

4.2.8 - Develop strategies for including persons from diverse backgrounds and abilities in physical activity.

Strand 5: Academic Integration

Content Standard
Students will utilize physical education and movement activities to enhance the total learning process.

Student Learning Expectations

Grades K-4
5.1.1 - Utilize physical education activities to enhance appropriate academic skills: Math (score keeping, counting, distance measuring, geometric shapes, averages, percentages...); Language Arts (journal writing, body spelling...); Social Studies (playground maps, folk dance, world cultures...); Science (force, speed, trajectory...); Music (rhythm activities); Health (fitness, body systems...); etc.

5.1.2 - Monitor individual fitness and skill performance through the use of computer technology.

Grades 5-8
5.1.3 - Recognize that there is a relationship between physical activity and academic learning.

Grades 9-12
5.1.4 - Exhibit a knowledge of the importance of physical activity in the total academic process.

5.1.5 - Choose physical activities that enhance learning in other content areas.

5.1.6 - Illustrate how a healthy lifestyle impacts career decisions and performance.

Strand 6: Safety

Content Standard
Students will be knowledgeable of and will put into immediate use safe practices in the physical education setting.

Student Learning Expectations

Grades K-4
6.1.1 - Identify necessary precautions and limitations to avoid injury (warm-up, cool-down, equipment use...).

6.1.2 - Develop prerequisite skills and knowledge that will aid in the prevention of injury.

6.1.3 - Recognize the safety factors associated with participating in physical activities in and out of physical education class.

Grades 5-8

6.1.4 - Practice necessary precautions and limitations to avoid injury.6.1.5 - Apply safe practices, rules, and procedures in all physical activity settings.

Grades 9-12

6.1.6 - Anticipate potentially dangerous consequences of participation in physical activity.6.1.7 - Create a safe environment for personal skill practice.

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